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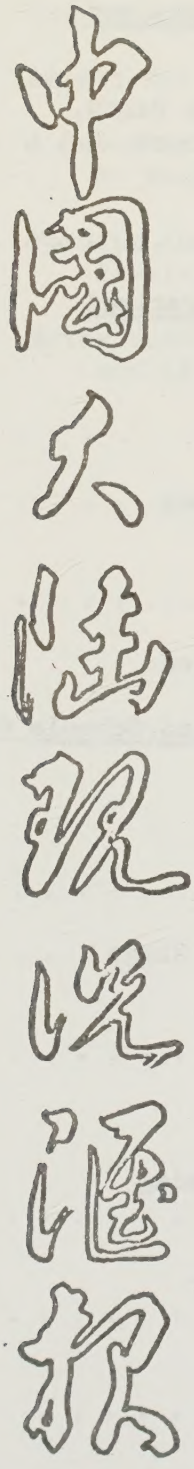

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The Operation of "Socialist Universities"

- Series XLI-XLV -

Editor's Note:

A serial discussion of the operating of "socialist universities" was begun by the Jen-min Jih-pao on March 29, 1969. Articles in Series I-XL were translated and published in Current Background Nos. 881, 890, 903, 916, 923, 933, 945 and 955; the continued and latest discussions, Series XLI-XLV, are now assembled in this issue.

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XLI: Firmly Implement the Party Policy of Uniting, Educating and Transforming the Intellectuals

(Peking Jen-min Jih-pao, May 13, 1972)

Seriously Carry Out to the Letter the Policies of the Party, Enliven the Revolutionary Enthusiasm of the Teachers

by

the CPC Committee of the Northeast Engineering College

Under the guiding light of the line of unity and victory of the 9th Congress of the Party and in accordance with the Party policy of uniting, educating and transforming the intellectuals, we persist in using and transforming the teachers at the same time,and have arranged at different times employment for 1,185 persons, equivalent to 94.5 percent of the total number of teachers. The majority of them are assigned teaching, scientific research and production work.

Transforming, Training and Improving the Teachers in the Course of Use

Early last year, in sympathy with the development of the revolution in education, we arranged work for the majority of teachers and formed 144 educational revolution practice teams for practicing revolution in education. At the time, the revolutionary enthusiasm of some teachers had not been aroused to the full extent. What was the reason? Through conducting investigation and study deep at the basic level, we discovered that although work had been arranged for some teachers, yet because frequent changes were effected and no concrete demands were set for them, they also were not clear as to how their efforts should be oriented. We dared not make bold use of the middle-aged and old teachers. Arrangements were made for some young teachers to assume responsibility in teaching, scientific research and other principal tasks, and some to take over leadership duties at different levels. Because they lacked practical training and experience in teaching and scientific research work, they sensed the heavy pressure and were beset with many difficulties.

In order to solve this question, we convened an enlarged meeting of the Party committee, and organized all people to study seriously Chairman Mao's great teachings: "We should have faith in all intellectuals who are really willing to serve the socialist cause," "so as to enable them to give active play to their talents." We thoroughly criticized and repudiated the opportunist line of the swindlers like Liu Shao-ch'i which was "Left" in form but Right in essence, and drew a clear line of demarcation between the selection of teachers to take up leadership work in accordance with the cadres policy of laying equal stress on integrity and ability and the revisionist "control of schools by professors"; between giving play to the vocational strong points of the intellectuals under the leadership of the correct line

and the bourgeois "expert line"; between standing firm on training and improving the teachers through use and leading the teachers to take the road that was "only vocationally proficient but not Red." After our understanding was raised, we made an all-round analysis of the teachers used in the whole college, rationally adjusted their work, and selected a number of middle-aged and old teachers to take up leadership work at different levels. In their new leading posts, they worked actively with modesty and prudence, and played a better role.

As regards those teachers who were strong in something and were experienced in teaching, scientific research or production, arrangements were generally made for them to train young teachers or to take up the task of compiling teaching materials or of lecturing in class, or to take part in key scientific research projects of the state.

For the sake of going further in making rational use of and giving full play to the vocational proficiency and positive role of the teachers, we made an all-round analysis of the politico-ideological and vocational conditions of the teachers. We made overall planning and coordinated arrangements in accordance with the characteristics of various types of teachers and stood firm on transforming, training and improving them in the course of use. In light of the weakness of the majority of the middle-aged and old teachers through prolonged "detachment from politics, the masses and realities," they were organized to bring the teaching and scientific research tasks deep into factories, to take part in manual work within their capacity, to conduct social surveys and to stress study through practice. As regards the young teachers, the tendency to use them without paying attention to training them was firmly rectified. Because they were relatively weak in fundamental theory, measures for conducting further study divorced from production or sparetime study were adopted to let the old teachers help them place emphasis on the study of theory. The old, the middle-aged and the young are coordinated as far as possible in organization and arrangements so as to enable them to help and learn from each other. At present, there are in the whole college 140 young teachers who are engaged in study divorced from production, and more than 300 young teachers who have brought with them their teaching, scientific research and production tasks to take part in the "three-in-one combination" groups of old, middle-aged and young teachers, and to study and improve themselves through work. Five sparetime short-courses of training in physics, mathematics, English and Japanese have also been operated with more than 150 teachers enrolled in study.

Conducting Education in Line Deep in the Vocational Sphere

The broad masses of revolutionary teachers are desirous of making a success of the revolution in education according to Chairman Mao's revolutionary line. However, in teaching, scientific research and other vocational activities, they are often unable to draw a clear line of demarcation between the two kinds of ideology and the two lines on some concrete questions. For example, when the relations between political and vocational

affairs are dealt with, some teacher dare not read vocational books out of the fear that other people may say that "they are engrossed in vocational affairs and have problems in orientation." When dealing with relations between theory and practice, some teachers dare not expound the fundamental theories in teaching for fear of making the mistake of "slighting practice." We have analyzed these questions and have especially examined the mistaken idea of "it is safe to grasp political affairs, but dangerous to grasp vocational affairs" found in the leading body. We exercise a firm grip on the education and transformation of the teachers deep in the vocational sphere.

During the rectification campaign for criticizing revisionism, we members of the leading body maintained close contacts with the history of the struggle between the two lines on the educational front, seriously studied Chairman Mao's thought on revolution in education, thoroughly criticized and repudiated the crimes of swindlers like Liu Shao-ch'i in undermining and interfering with Chairman Mao's proletarian line in education, and knew that political and vocational affairs constituted the unity of two opposites. Without grasping politics, a person would go astray and lose his soul. However, if political work is not integrated with vocational work, this is actually tantamount to giving up political leadership in vocational work. One important task of the revolution in education is the need to transform the world outlook of the teachers, and the question of the teachers' world outlook is frequently exposed in the vocational sphere. Therefore, it is essential to go deep into the vocational sphere to give the teachers tit-for-tat education in ideology and political line and to make thoroughgoing revolutionary criticism before their level of consciousness in the struggle in line can be raised and their positive role can be brought into play. We place going deep into the vocational sphere to conduct education in line on the important agenda of the Party committee, and the principal leading members of the Party committee separately penetrate deep into the basic level to do careful ideological and political work and help the teachers solve ideological problems that appear in vocational activities.

Associate Professor Tu Ho-nien of the Specialty in Iron Smelting of the Steel Refining Department was formerly the director of the teaching research office. He has a better fundamental knowledge of iron smelting theory and has scored some achievements in scientific research. In the past, he was more deeply poisoned by feudal, bourgeois and revisionist ideas under the domination of the revisionist line. He engrossed himself in vocational work and was intent on becoming a "celebrated expert" in the Specialty of Iron Smelting. Having been steeled in the great cultural revolution and re-educated by the workers, peasants and soldiers, his way of thinking changed greatly.

Last year, we made arrangements for him to go with a young teacher and take up the task of compiling teaching materials at the Anshan Steel Works, to take part in a scientific research project, and to serve as the leading member of the "three-in-one combination" group in the technical sphere. At first, he merely engrossed himself in manual work and did not dare to grasp technical work for fear of committing the mistake of "placing vocational work

in command." In light of this, the Party organization went to chat with him on a number of occasions, and together with him studied books by Marx and Lenin and Chairman Mao's works and criticized and repudiated the fallacy of "politics can dominate other things" advertised by swindlers like Liu Shao-ch'i. Meanwhile, starting with concrete problems, we helped him draw ideologically a clear line of demarcation between properly doing vocational work under the command of proletarian politics and "vocational work in command"; between critically learning from other countries their advanced techniques and the philosophy of the foreign slave and the doctrine of trailing behind others at a snail's pace. On this basis, we helped him sum up historical experiences and lessons, and looked after and supported him politically and in work. He not only dared to boldly assume responsibility in such scientific research work and put forward various kinds of views and suggestions, but also took the initiative in acquainting the working masses with advanced techniques of domestic and foreign origin bearing on such scientific research and properly fulfilled this task. He also went deep into sites together with other teachers to investigate and study things and sum up the practical experiences of the workers, and put forward rational suggestions for improving the supply of raw material for the blast furnace and the blowing technique which were thought highly of by the leadership of the plant.

For the sake of raising the consciousness of the teachers in the struggle in line, we also organized people to get in close touch with the realities of the revolution in education, to make revolutionary mass criticism deep in the academic sphere and to give the teachers a course of education in line.

Carefully Handling Controversy on Vocational Problems

To handle correctly questions at issue in the vocational sphere is also an important condition for activating the enthusiasm of the teachers. In this connection, we have both the positive and negative aspects of experience. Not long after the beginning of the experimental class of the Engineering Department, the teachers put forward two different proposals at the time of mapping out the teaching plan. Some advocated going at once to factories to conduct teaching in coordination with scientific research, while some advocated that fundamental lessons in culture be taught first according to the characteristics of the worker-students before going to factories to conduct teaching in coordination with typical tasks. At the time, without making a concrete analysis of these two different kinds of views, some of our leading comrades summarily came to the conclusion that not going down meant "restoring the old." One specialized field went to the lower level in a hurry and took a rather tortuous road. Another two specialized fields did not go down in a hurry, but let the students acquire first the essential cultural foundation before going to factories to conduct teaching in coordination with typical tasks, and were able to obtain better results. Through the analysis of this example, we know that when divergent views arise in the practice of revolution in education, we must adopt a prudent attitude, stand firm on making concrete analysis of concrete problems, and must not draw conclusions rashly.

We maintain close contacts with the basic level, carry out meticulous ideological work, mobilize the masses to boldly put forward their own views on all questions bearing on the revolution in education, encourage the teachers to conduct practice with boldness, and continuously activate their revolutionary enthusiasm.

Associate Professor Chi Yen-jui of the Mathematics Department is a veteran teacher with definite competence for vocational work and teaching experience. After the great proletarian cultural revolution, he has made progress ideologically and is desirous of making a success of the revolution in education. On the basis of his many years of teaching experience and comprehension through going to factories and mines to particate in the practice of revolution in education, he compiled materials for teaching mathematics. While affirming his activism, we helped him correct the mistaken viewpoints exposed in his new teaching materials through adopting the method of persuasion and education. When he advanced a different way of looking at things in the academic field, he was permitted to adhere firmly to and preserve his personal opinion. For a time, although only a few teachers were in agreement with his viewpoint, we still created conditions for him to make use of such teaching materials to experiment with teaching in two classes. After we took this course of action, he displayed even higher enthusiasm and compiled in a short time another set of teaching materials which he revised seven times in succession.

At present the teachers of the teaching research office have compiled three kinds of teaching materials for experimental use at the same time, and through comparison and practice, experience is acquired incessantly. The teachers reported: "By doing things in this way, much can be done in the revolution in education, and the old, middle-aged and young teachers are full of vigor."

*

Advancing Along the Road of Joining Hands with the Workers and Peasants

by

Chao Hung-chang (赵洪章)
Professor of the Northwest Agricultural College

I have spent more than thirty years in wheat breeding work. These thirty or more years ranged over new and old China. I deeply realize that only under the socialist system can science and technology truly serve the people, bring blessings to mankind and give full play to their due role.

Prior to liberation, the growth of wheat was seriously endangered by icterus and sap-sucking insects at the Kuanchung area in Shensi, and the per-mow yield amounted only to 70 or 80 catties--sometimes, nothing at all. Under the reactionary rule of the Kuomintang, the broad masses of laboring people led a most miserable life. Scenes of this kind aroused my deep sympathy. I was influenced by the bourgeois idea of "national salvation through science" at the time and thought that provided there were superior varieties of wheat for raising the yield of wheat, the livelihood of the laboring people

could be improved. I was therefore resolved to breed a superior variety of disease-resistant, pest-resistant and high-yield wheat. Through studying the experiences of the peasants and many years of groping and experimenting, I overcame various difficulties and obstacles, and finally bred the "Pima No. 1," a superior high-yield seed of good quality that resisted icterus, and the "6028," a superior seed that resisted the sap-sucking insects. I could hardly describe my joy. I thought that these two superior strains certainly could be quickly popularized and made to play their role in production. But my hope came to nought. The reactionary government of the Kuomintang never cared for the life or death of the laboring people and paid no attention to the fruits of scientific research. After the "Pima No. 1" and "6028" were successfully bred, the Kuomintang people fundamentally paid no attention to them. At the time, I was extremely discouraged and depressed.

As I moved around without purpose and in distress, and was unable to find a way out, Shensi province was liberated. The People's Government took over the Northwest Agricultural College and opened up a broad horizon for my scientific research work. Three days after the takeover, the very busy army representative walked several li to where I worked to find out the progress of my research work and to discuss with me the question of popularizing the "Pima No. 1." I was bullied and oppressed in the old society, and the most thoughtful solicitude and support of the People's Government so moved me that warm tears ran down my face. Following this, the People's Government appropriated a sum of money and the Northwest Agricultural College also allocated more than 300 mow of propagation fields for the specific project. The government also set up more than 1,200 experimental centers at the Kuanchung region, and the poor and lower-middle peasants were asked to appraise these superior seeds. Because the Party and the government attached great importance to the project, the "Pima No. 1" was quickly popularized in the Kuanchung region of Shensi and the areas drained by the middle and lower reaches of the Yellow River. It played a role in swiftly changing the low wheat yield in these areas and was welcomed by the broad masses of poor and lower-middle peasants.

The work I did was actually what a scientific worker should do, but the Party and the people heaped great honors on me. In the autumn of 1950, I attended the All-China Congress of Worker-Peasant-Soldier Labor Models. What was especially unforgettable was that at this congress, I had the good fortune of seeing the great leader Chairman Mao. The audience granted by Chairman Mao gave me unlimited additional strength. I recalled and contrasted my lots in the new and old society, and passionately loved deep in my heart Chairman Mao and the Chinese Communist Party. I resolved to follow Chairman Mao's great teaching that the intellectuals "must become one with the broad masses of workers and peasants," and went amidst the worker-peasant-soldier masses and into the heat of the three great revolutionary movements--class struggle, struggle for production and scientific experiment--so as to transform throughly my own stand, thought and feeling and to serve the people better.

Chairman Mao taught: "The intellectuals often tend to be subjective and individualistic, impractical in their thinking and irresolute in action until they have thrown themselves heart and soul into mass revolutionary struggle, or made up their minds to serve the interests of the masses and

become one with them." This was really so. In the spring of 1953, I went to a place to inspect things. Seeing that close to 1,000 mow of the "6028" variety of wheat were seriously affected by frost, I was full of anxiety. Fearing that the eventual reduction in yield would affect my prestige, I recommended that the poor and lower-middle peasants should plow under the wheat crop and plant some other crop in its place. But the poor and lower-middle peasants disagreed. They said: "Now that we are the masters of the country, we should rescue with all ways and means the wheat crop for the revolution!" The few words of the poor and lower-middle peasants greatly startled me. I felt ashamed. What did I think of? Personal prestige. What did they think of? The revolution. By contrast, I found out the difference in way of thinking between me and the poor and lower-middle peasants, and deeply felt that if the intellectuals did not thoroughly transform their old way of thinking and become one with the masses of workers and peasants, they would have no means to share the same thought with the poor and lower-middle peasants. From then on, I kept even more consciously in close touch with realities and the masses, let the poor and lower-middle peasants re-educate me, and strove to transform my world outlook.

After the popularization of "Pima No. 1," I made friends with ever more poor and lower-middle peasants. Some of them wrote to me from distant places, some traveled tens of li to discuss things with me at the Northwest Agricultural College, and some also summoned me to the countryside to solve problems in production together with them. The wide contacts with the poor and lower-middle peasants provided me with a very good opportunity to learn from the working people. No matter how hard pressed I was with work and experiments, I always went constantly to the countryside to solicit a broad section of the poor and lower-middle peasants of their views concerning the superior strains of wheat. I learned from them their stand, way of thinking, production experience and skill in scientific farming. Meanwhile, I invited them to the college to guide breeding work. Because of the education of workers, peasants and soldiers, my spiritual outlook gradually changed, and my proletarian political consciousness was raised. I began to link consciously my work with the far-reaching goal of realizing communism, and was resolved to fight the rest of my life for the communist cause. In 1956, I gloriously joined the Chinese Communist Party.

At the 11th Session (Enlarged) of the Supreme State Conference and the Chinese Communist Party's National Conference on Propaganda Work convened in 1957, I personally heard Chairman Mao's important speech. Chairman Mao pointed out: "Since their task is to serve the masses of workers and peasants, the intellectuals must, first and foremost, know them and be familiar with their life, work and ideas. We encourage the intellectuals to go among the masses, to go to factories and villages." Chairman Mao's instruction further pointed out the direction for me to proceed and increased my confidence and courage in undergoing protracted steeling deep in the countryside.

In 1958, with a knapsack on my back, taking Chairman Mao's works along with me, I went happily to the countryside to learn from, and eat, live and work together with the poor and lower-middle peasants. During the eight-month course of steeling through labor, the profound proletarian feelings of the

poor and lower-middle peasants who fervently loved Chairman Mao and Chinese Communist Party and the revolutionary spirit displayed by them in their fight against nature and the soil continuously touched me to the soul and deeply affected and educated me.

One night, there was a sudden change in weather and a downpour came in no time. Hearing the noisy rains and fearing that lodging might affect the harvest, the poor and lower-middle peasants at once put on their clothes, and braving the heavy rains, they went barefooted to the fields to take a look in the dark. I got so excited because of this that I could not calm myself for a long while. I secretly made up my mind to follow the example of the poor and lower-middle peasants and to start with a clean slate. Afterward, whenever it rained or a strong wind was blowing, I always went together with the poor and lower-middle peasants to the fields, and hurriedly thought of ways to save the crop when lodging was discovered. Because I was determined to become one with the poor and lower-middle peasants, I learned humbly from them, and the latter also gradually understood and got better acquainted with me. Steeling through labor made me deeply appreciate that if the intellectuals did not take part in productive labor and share the life of the masses of workers and peasants, they could not embrace the feelings of the laboring people nor could they serve properly the masses of workers and peasants.

Splendid ideo-political flowers necessarily bore abundant economic fruit. The revolutionary situation of the great leap forward in 1958 and my steeling through labor in the countryside enabled me to reap a bumper harvest both in ideology and vocational work. In the course of fighting shoulder to shoulder with the peasants, the advanced deeds of the poor and lower-middle peasants in creating a bumper wheat harvest over large areas and their method of toppling conventions to achieve greater, faster, better and more economical results in the selection of superior seeds for breeding under rural conditions brought me a deep revelation. For example, it was my business to bring about a bumper harvest over large areas, but I was not as daring as they were in seed breeding. I sincerely learned from the masses their breeding experience, ascertained their views on wheat strains and set higher demands, thus laying down a good foundation for my selection of new superior strains for breeding.

Following the rapid and vigorous development of the cause of socialist revolution and socialist construction in China, "Pima No. 1" was no longer able to meet the needs of production, and the masses urgently looked forward to the breeding of a superior high-yield strain that was more capable of resisting plant diseases and lodging than "Pima No. 1." How could this formidable task be fulfilled as soon as possible? On the basis of summing up my experiences learned from the peasants, I and other comrades continuously sought advice from the poor and lower-middle peasants deep in the countryside. During these few years, we made our way to several provinces and more than 100 <u>hsien</u> to survey plot after plot of bumper-harvest fields, learned practical experiences from agricultural scientists and technicians and poor and lower-middle peasants, and collected many kinds of seed-breeding materials created by the poor and lower-middle peasants. We joined hands with farm workers and poor and lower-middle peasants on this foundation, adopted the methods of breeding, propagation, experimenting and

popularization side by side, and quickly selected for breeding a superior variety of wheat called "Fengch'an No. 3." This variety is characterized by its resistance to lodging, stripe rust, drought and waterlogging. It is a high-yield variety that bears big and well-filled grain of good quality. This superior variety has been popularized and planted over broad areas in the seven provinces at the middle and lower reaches of the Yellow River, thus giving further impetus to the development of wheat production.

The road forward is by no means even and smooth. In the process of becoming one with the workers and peasants, I have encountered various kinds of resistance. In 1956, although the planting of "Pima No. 1" had spread to more than 50 million mow in the eight provinces at the middle and lower reaches of the Yellow River, some bourgeois academic "authorities" vilified me saying: "Chao Hung-chang has only mass experience but no theoretical level when selecting the superior variety of wheat for breeding. He can be described as a labor model but is unfit to be called a scientist." Some comrades who had been poisoned by Liu Shao-ch'i's counterrevolutionary revisionist line also told me: "Since you are with the peasants all day long, you can only pick up the 'sesame' but would not be able to embrace the 'melon' or write essays." What was to be done? I recalled how the poor and lower-middle peasants eagerly hoped for a superior variety of wheat, reviewed what Chairman Mao taught again and again, and said: "I have fundamentally no desire to be a scientist of your description, and it will do so long as the superior variety of wheat I have bred is welcomed by the poor and lower-middle peasants and can give impetus to production." I felt that the study of advanced scientific theories was in every way essential, but the question was that their way of thinking was incorrect because they were alienated from the masses of workers and peasants and they looked upon scientific research as the business of a few people that served to give them personal fame and prestige. Seeing that this was ineffective, they adopted the means of suppression. They alleged that my going away to participate in political and production activities affected scientific research and impounded the notifications from some hsien and communes inviting me to attend conferences. After I learned of this, I waged a tit-for-tat struggle against these erroneous ways of doing things, broke through barrier after barrier of obstacles, continuously kept in close touch with the rural areas and the masses of workers and peasants, and studied and solved problems in production together with the poor and lower-middle peasants.

Through the baptism of fighting in the great proletarian cultural revolution, unprecedented changes occurred in the Northwest Agricultural College. For the sake of implementing Chairman Mao's line and general and specific policies in education and inaugurating a new type of socialist agricultural university, the school operated a class for conducting at selected spots experiments in revolution in education. Guided by Chairman Mao's revolutionary line, I fought with hundredfold confidence at the post of scientific research and revolution in education like the broad masses of revolutionary teachers. In the past few years, while I took up leadership and teaching work at the class for conducting experiments at selected spots, I still learned from the worker-peasant-soldier teachers and from those I taught.

Meanwhile, I joined hands with the poor-and-lower-middle peasant teachers, farm workers and worker-peasant-soldier students with practical experience, conducted experiments and research together with them and bred another superior variety of wheat called "Aifeng No. 1." This variety is highly resistant to lodging, possesses greater potentialities for increase of production, and is capable of increasing production several ten percent compared with "Fengch'an No. 3."

The great leader Chairman Mao points out: "If the intellectuals do not become one with the masses of workers and peasants, they will accomplish nothing." Several decades of seed breeding work has made me deeply understand that this is a great truth. The masses are the real heroes, and the workers, peasants and soldiers are my wise teachers from whom I can learn things that cannot be learned in books. It is entirely because of my going hand in hand with the masses of workers and peasant and re-education by workers, peasants and soldiers under the guidance of Chairman Mao's revolutionary line that I have been able to score some achievements in seed breeding work. I must forever march forward continuously and never mark time along this royal road indicated by Chairman Mao!

* * *

XLII. Worker-Peasant-Soldier Students Must Stress the Theoretical Aspect of Study on the Basis of Practice

(Peking Jen-min Jih-pao, June 24, 1972)

Conscientiously Learn Well Cultural and Scientific Knowledge

by

Sun Hsiu-ch'ing (孙秀清)

a student in the Specialty of Casting Technology and Equipment of Kwangsi University

Chairman Mao teaches us: "Everything is determined by whether or not the line is correct ideologically and politically." In order to learn well cultural and scientific knowledge, it is first necessary to have a correct guiding thought.

At first, I came to the university with plain class feelings. Every day, I went allout to work overtime with a mind bent on learning my lessons well. However, because I had not established on the plane of struggle in line the idea of studying for the revolution, my enthusiasm slowly cooled off after a period of time, and I felt that going to university put me at a disadvantage. Every day I had to work more than ten hours--to attend class, to review my lesson and also to study in the evening, almost equivalent to working two shifts in the plant. My cultural standard was also low, and if I failed to learn anything in the future, how was I to explain things on my return to the plant? As I pondered over the matter, I wavered and wanted to beat a retreat.

At this juncture, the school organized us to study Chairman Mao's instructions on revolution in education. I was taught a profound lesson and learned that my going to university was neither for comfort nor for giving an account of myself to the plant in the future, but for the socialist revolution and socialist construction as well as for consolidating the proletarian dictatorship. If I had not this correct way of thinking, I could not consciously link my going to the university with implementing Chairman Mao's revolutionary line and consolidating the proletarian dictatorship, and there could not be any genuine drive behind my study. After my understanding was raised, I made up my mind to learn assiduously cultural and scientific knowledge for the revolution and strove to steel myself as a worker with both socialist consciousness and culture.

It Is Possible To Advance Step by Step Only When Difficulties Are Correctly Handled

I was formerly a worker who had only gone to a primary school, and my going to university was beset with many difficulties. At first, in the face of difficulties, I was disposed to "anxiety" and "fear." Seeing that

other students were able to complete quite satisfactorily their study task while I was unable to understand the lectures and to do my homework, I was really vexed to death. I wished that I could learn all the things explained by the lecture notes in my hand. But the greater the anxiety, the heavier the ideological burden became, and the greater my fear, the more I was robbed of my confidence in overcoming the difficulties. I seriously summed up the lessons learned in the course of study, guided myself with the dialectical materialist viewpoint, criticized and repudiated idealist transcendentalism spread by swindlers like Liu Shao-ch'i, and learned that there was no inborn "man of talent" or "fool" in the world, and that a person would become wise so long as he was bold with practice and good at study. When I thought up to this point, my courage to fight against difficulties increased.

I analyzed the causes of difficulties arising in my study. Besides problems in the ideological field, the most important ones were my poor cultural foundation, my slow comprehension of the curricular contents, my inability to do homework, and that I was tense, confused and on the defensive every day. How to solve these problems? Chairman Mao said: "What we need is an enthusiastic but calm state of mind and intense but orderly work." Because my cultural level was low and study proved to be difficult, I certainly must make steady progress, start with learning the most fundamental things and make a footprint with each step taken, and could never be rash. When I was unable to understand what was taught in class, I seriously read the lecture notes again and again after class. After making efforts over a period of time in this way, I slowly was able to understand the lecture notes and achieve better results when lessons were taught in class. At first, I made many mistakes with my homework, but I was not discouraged. Whenever I made a mistake, I seriously analyzed the cause of that mistake. If the mistake was due to my lack of dexterity in making calculations, I made calculations again and again where I was wrong until I gained proficiency. If the mistake was due to my failure in having a clear idea of the basic concepts, I reviewed the basic concepts afresh to deepen my knowledge of them in contrast with the mistake made. Through such conscious steeling, I gradually fostered the spirit of fighting against difficulties, thus acquiring a better mood and adequate confidence.

Striving To Foster the Capacity for Analyzing and Solving Problems

In the practice of study, how am I going to foster my capacity for analyzing and solving problems? My understanding is:

First, it is necessary to learn to think independently and conduct private study. At first, I asked the teacher to explain all major and minor problems encountered in study, and felt that this saved both time and trouble. Later, I slowly discovered that this way of doing things did not yield good results. I appeared to understand when many questions were explained by the teacher, but actually I did not truly understand them. What was the cause? On examination, I found that the most important cause was that I did not seriously ponder over such questions and only vaguely asked the teacher

to explain them over once again. Chairman Mao says: "External causes are the condition of change and internal causes are the basis of change, and external causes become operative through internal causes." The assistance of a teacher is the external cause responsible for our learning lessons properly, but whether or not we can truly master knowledge depends mainly on ourselves and becomes operative through the internal cause. Therefore, I changed my previous method of doing things, and when I came across problems which I did not understand in study, I first seriously pondered over them, read reference books of relevance, and learned to solve them with the knowledge I had learned. Because of this, I was able to comprehend the majority of problems without asking the teacher, and furthermore, such comprehension was deeply impressed on me and was not easy to forget. In the case of problems that really could not be solved, I brought my own views and the difficult points with me and went to ask the teacher. Because I had thoroughly pondered over these questions, I understood some questions right away at the prompting of the teacher. After the teacher gave me detailed answers to some difficult questions, I thought over them again and again in contrast with my original views, found the keys to such questions, and gained a thorough understanding of them.

Second, it is necessary to foster the habit of making analysis. Chairman Mao says: "Wisdom grows out of thinking more often." In study, it is not possible to rely on learning by rote or to be content with a mechanical and superficial comprehension of questions. We certainly must learn to make deep-going and all-round analysis of questions and give full play to our initiative and creativity. On one occasion, when I attended a drawing class to practice breaking down an assembly drawing into its component parts, I was required to do drawings of the cruxiform parts of a sand-mixing machine. The visual drawing and assembly drawing done by some fellow students were the same. I felt that although it was easier to draw in this way, the visual drawing was not very clear. I therefore went further to make a deep-going analysis of the parts, and did clearer drawings of the parts from another angle. Because of this, I had a clearer image of the structure and shape of the parts in my mind.

Third, it is necessary to study theory seriously and to link up theory with reality. The dialectical materialist theory of knowledge holds that "perception solves only the question of phenomenon, while theory solves the question of essence." The theories of natural sciences are the results obtained by our predecessors through exploring the laws of nature in the struggle for production and scientific experiment. They have a great role to play in our knowledge of the world and the transformation of the world, and we certainly must sensibly grasp them. In the process of studying theory, we must gradually foster the ability to think consistently and in the abstract, be good at grasping essential and characteristic things, and stress deeper comprehension and stronger memory of some theories and formulae for constant application. This insures smoother going when put into practice.

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Study Assiduously for the Revolution

by

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a student in the Specialty of Computers of the Automation Department of the Kwangtung Engineering College

Correctly Orient Thought, Study Assiduously

When I was first notified of my admission to the university, I was so excited that I could not sleep very well for several nights in succession. I was resolved to try my utmost to fulfill the study task handed me by the Party and the people.

However, as soon as I came to school and got in touch with vocational study, problems appeared continuously. At the beginning, I found the things I had to learn quite novel and rather simple and could be understood. After a period of time, however, as deeper things were taught, I felt they were somewhat exhausting. As time went by, I gradually lagged behind other students. At the time, ideological problems arose. I thought that since my cultural foundation was not as good as other students and I also lacked practical experience, I could not make good in this university. Influenced by this way of thinking, I did not study so assiduously.

At this juncture, in accordance with Chairman Mao's instruction on "conducting a course of education in ideology and political line" throughout the Party, the Party branch gave us a course of education in the class struggle and the struggle between the two lines. I was made to understand that the opportunity for us workers, peasants and soldiers to attend university today was not easy to come by. In the old society, not a single member of my family had gone to school for a number of generations. After liberation, under the interference of Liu Shao-ch'i's counterrevolutionary revisionist line in education, there was discrimination against the admission of workers, peasants and soldiers to the university. After a violent struggle beset with twists and turns, Chairman Mao's proletarian line education triumphed, and the workers, peasants and soldiers truly formed the main body in the university. I deeply felt that with the class mandate on our shoulders, our coming to university to study was definitely not the private business of the individual. With a different understanding and attitude adopted toward study, the psychology toward study and the results were also at variance. From then on, I was attentive to what the teacher taught in class, seriously tackled the homework assigned by the teacher, and insisted on understanding a question which was not understood without lightly giving up. I looked upon an exercise as a task handed me by the Party and the people that must be accomplished no matter how great the difficulty. I set strict demands for myself, persevered in studying assiduously, and thus scored more pronounced improvement in my study results.

I realize that if I am aware only of my poor foundation and the great difficulties in study but do not exert myself, I not only cannot turn a bad thing into a good thing, but would become more and more on the defensive. Only through embracing the ambitious designs of the proletariat and the spirit of studying assiduously for the revolution, acknowledging difficulties and fighting against them can a bad thing be turned into a good thing and what is difficult into what is not so difficult. The spirit of studying assiduously originates from the correct understanding of study and the profound proletarian feelings for the Party and the people. At present, in accordance with my actual circumstances, besides conscientiously listening to what is taught in class and seriously reviewing my lessons after class, I also make proper use of some of the after-class time for rest to review my lessons or to study some relevant books. I also make proper arrangement of time for reviewing my vocational work every day in accordance with circumstances, and I also persevere in this even on holidays.

It Is Necessary To Adopt the Scientific Method of Study

With the spirit of studying assiduously for the revolution, it is also necessary to adopt the scientific method of study. When the method is incorrect, the anticipated results are also unobtainable just the same. In this connection, I also have taken a tortuous path and suffered a great deal. Take the memorizing of formulae for example. At first, I only knew how to learn things by rote. This proved to be workable when there were just a few formulae to be memorized. Subsequently, there were more and more formulae, and what were memorized when taught were soon forgotten, and there was no way to make use of them for solving practical problems. By that time, I realized that it was impracticable to learn by rote and the question of method of study had to be solved. Why was I unable to memorize and apply the formulae? The most important reason was that I had not genuinely comprehended the concepts and practical significance of some formulae. Practice makes me understand that when formulae deduced from some concepts are dealt with, we should first arrive at a right perception of the beginning and subsequent development of such concepts before we can firmly commit them to memory and make flexible use of them.

Take for example higher mathematics which I considered to be most difficult in the past. At the time of learning calculus, I at first did not understand the practical significance of differentials, and after a few days of learning by rote, I was still unable to memorize a concept comprising a few sentences. Later, I made a detailed analysis of the differential concept, and after I gained a deeper comprehension of the real meaning of the differential, I not only memorized this differential concept but also was able to make practical application of it. After a period of practice through study, I feel that there is nothing mysterious in higher mathematics, and provided we embrace the spirit of studying assiduously for the revolution and adopt the scientific method of study, higher mathematics can also be learned properly.

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The System of Open-book Examination Is Excellent

by

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a student of the Department of Chemistry of Hopei
Teacher Training University

At the end of the term last year, our department conducted an open-book examination in organic chemistry. On that occasion, my examination question was: "What is the principal contradiction of petroleum fission for analysis? What measures can improve the productivity of alkenes?" In order to give a satisfactory answer to this question, I had revised my examination paper three times with the enlightenment and assistance of other students and the teacher. Each revision bore some new fruit. The examination followed this process: When I wrote down the answer, I thought that I had carefully considered things and basically answered all the important points, and the paper was handed in. But at group discussion time, no sooner had I finished explaining my answer, than my fellow students started their discussion. Someone said: "Now that we are studying the cracking process, the temperature of reaction should be made known." Another said: "When analyzing the principal contradiction, the theory of reaction should first be clearly explained." Hearing the views of my fellow students, I was deeply enlightened, and felt that I had not contemplated over the question deeply enough. The fission process shows reaction to heat absorption, and the temperature is the principal aspect of the contradiction in such reaction. But I had not clearly explained this point. I absorbed the views of others, and replenished and revised certain theories and data of principal reaction. Feeling that the answer was more accurate and comprehensive than the original one, I submitted it once again to the higher level.

After the teacher read my answer, he said: "You have answered all basic questions, and should strive to expound these questions clearly with the dialectical viewpoint." Hearing what the teacher said, I carefully looked over my examination paper and found that it really was quite dry. Thereupon, in association with the problems encountered in the examination, I studied what Chairman Mao wrote on the relationship between the principal contradiction and the secondary contradiction, between the external causes and the internal causes. I came to understand further: Although all such operational conditions as high temperature, high speed, rapid chilling and low pressure greatly affect the production of alkenes, yet because they stand for reaction to heat absorption, temperature is determined to play the dominant role in production. However, the two aspects of a contradiction transform themselves without fail into each other under given conditions, and if the conditions of high speed, low pressure and rapid chilling are not properly controlled, the dominant role of temperature is still not brought into play. Once again I analyzed my answer to the question with the dialectical viewpoint and method, and finally handed in my examination paper.

This system of open-book examination has improved people's capacity for analyzing and solving problems, deepened the knowledge they have learned, and given impetus to our knowing and overcoming the shortcoming of reading casually.

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Establish a New System of Examination Through Practice

by

the Department of Chemistry, Kirin University

At the beginning of 1971 when some of the courses of the experimental class of our department were about to conclude, we found it necessary to review and sum up our teaching work. In the meantime, we also needed a system to encourage the advanced students and help the backward ones so as to raise their consciousness continually in studying for the sake of revolution. Under such circumstances, the question of whether we still wanted examinations arose.

Most of the teachers and students held that there should be examination, but some of the teachers failed to draw a clear line of distinction between the two roads. For fear of being accused of "controlling, restraining, and suppressing" the students, they wanted to give up examination so as to avoid contradiction. There were also comrades in the leadership squad who feared this and that. They could not make up their mind and were afraid of conducting examination.

Confronted with this situation, leaders of the department repeatedly studied together with the teachers and students Chairman Mao's relevant instructions. This made everybody realize that the most important shortcomings of the old system of examination were: First, the system of examination was used as principal means to punish the students. Secondly, the system made the students memorize mechanically what they had learned and turned them into ideologically paralyzed bookworms. Such a system of examination, which served the purpose of training successors for the bourgeoisie, must be abolished. The new system of examination serves the purpose of training successors to the revolutionary cause of the proletariat. Its aim is to help the students consolidate and deepen through examination the theoretical knowledge and skills they have learned. In the meantime, the new system of examination also helps to examine the result of teaching so as to facilitate study and improvement of teaching work and to improve the quality of teaching gradually.

After understanding was unified, the teachers and students indicated that they must reform the system of examination according to Chairman Mao's instructions instead of abolishing the system of examination altogether.

Clarify the Aim and Implement the Measures

But how is examination to be administered? Some comrades advocated open-book examination while others advocated closed-book examination. Now we let everybody discuss and see which method of examination was better. After a discussion, everybody's understanding was unified. They thought the method of examination to be adopted should depend upon the characteristics of the subject and requirements in study and should also serve the purpose of examination.

In open-book examinations the students can concentrate and think individually within a certain time limit as well as analyze and answer the questions by themselves. Therefore this method is good for examining the students' analytical ability. A small number of students who really have difficulty in answering the questions may consult other people so that they can learn something through examination. However, there are some subjects which must be remembered. For such subjects, closed-book examination can consolidate the results of study so that the students can apply them to practice. Consequently, here closed-book examination is more suitable.

In January this year we conducted an examination in our department on the subjects of physics and organic chemistry and obtained relatively good results. The students said: Through examination we can have a firmer grasp of certain fundamental theoretical knowledge which we fail to grasp deeply during ordinary times. In the meantime, we can also apply such theoretical knowledge to practice.

Now how should examination questions be prepared? We realized through practice that we should pay attention to the following when we prepare questions:

Inject clear ideological content in the questions whenever possible--For instance, our questions for organic chemistry were prepared in combination with the non-mercury catalyst experiments conducted by the teachers and students at the Kirin Carbide Plant. In the past, the mercury catalyst method of production used by capitalist countries was adopted for the production of acetaldehyde from ethine hydrate; but this method is harmful to the human body and the non-mercury catalyst experiment was aimed at solving this problem. Through a comparison of the advantages and shortcomings of the mercury and non-mercury methods, the students were able to grasp the quality and condition of reaction of acetylenes and aldehydes in organic chemistry as well as receive a profound line education.

Questions must be practical--Last year, in the Specialty of High Polymer Chemistry went to No. 4 Chemical Plant of Kirin municipality to conduct teaching on dacron products and to study theory in combination with practical production in the plant. In the examination at the end of the course, we let the students apply the principles of chemistry which they had already learned to the designing of a process for the recovery and comprehensive utilization of potassium salts from dacron production. In the past, relatively expensive

potassium salts were washed away into the drainage during the process of production. Now the teachers and students, working together with the master workers during the examination, solved this problem rationally. In this way they made contribution to the development of comprehensive utilization and the students also learned practical knowledge.

Questions must be comprehensive and flexible--For instance, one of the questions in the organic chemistry examination was: What principal products are produced by vinylite ester acetate under the condition of diluted alkali? Here students who had grasped all-round knowledge and could apply them in a versatile way could give three products, but those whose knowledge was not versatile enough could give only two or even just one. Such question can judge the depth and breadth of the students' grasp of knowledge, help us to understand the students' ability to analyze and solve problems and facilitate the study and improvement of teaching.

Sum Up Experience and Enhance the Achievements

How are we to grade the examination papers? This was one of the more acute questions in the struggle of reforming the system of examination. The leadership of our department was mainly afraid that grading was liable to lead us to the old road of "marks in command." Some of the teachers were afraid that grading was not easy to do and that after grading ideological work would also be difficult to perform. Meanwhile, some of the students were afraid of getting poor marks.

Thus we mobilized the broad masses of teachers and students to develop a discussion before the examination on the question of whether examination papers should be graded. Everybody thought: Grading in examination is like quality specifications for products manufactured in a factory where quality must be inspected. Consequently we must also have a quality standard for students in socialist universities, who must be red as well as expert. This is fundamentally different from "marks in command" under the revisionist line of education.

We adopted a democratic way of grading and combined it with the appraisal of teaching and appraisal of learning. Our ways are:

First, combination of democratic grading with the ceaseless strengthening of the students' consciousness in learning for the sake of the revolution. At the beginning, some of the students of a relatively higher cultural level thought they were doing fairly well and therefore failed to review and sum up seriously what they learned. In the examination they made mistakes which they should not have made. During the process of democratic grading, fellow students and teachers helped them to correct their attitude toward learning.

Second, combination of democratic grading with the summing up and exchange of study experience. During the grading of the papers, we demanded every student to show how he thought the questions out and how he solved them

so as to achieve mutual discussion, mutual elevation and exchange of study experience. This enabled the students to learn knowledge and methods which they could not learn in classrooms. The result of this practice proved to be very good.

Third, combination of democratic grading with examination of teaching. Generally speaking, we can find out during the examination at the end of a course whether what the teachers taught and their teaching attitude and teaching method could meet the requirements for the penetrating development of educational revolution. Consequently, democratic grading is beneficial to the improvement of teaching and improvement of teaching quality.

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XLIII. Concerning the Revolution in Education in Colleges and Schools of Foreign Languages

(Peking Jen-min Jih-pao, August 24, 1972)

Persist in Putting Proletarian Politics in Command, Strengthen Training for the Basic Mastery of Foreign Languages

by

the Educational Revolution Unit
of Peking University

Practice of revolution in education over the course of one year or more has made us recognize that to persist in putting proletarian politics in command for giving stronger training for the basic mastery of foreign languages presently constitutes an important question in improving the quality of foreign language teaching and training proletarian personnel specializing in foreign languages.

Persist in Becoming Red and Vocationally Proficient, Get Properly Trained in Basic Mastery for the Revolution

The majority of the first-year and second-year worker-peasant-soldier students in our school had never learned foreign languages in the past. After they came to school, they persisted in taking the "May 7" road pointed out by Chairman Mao, setting strict demands on themselves in accordance with the conditions set for successors to the proletarian revolution, and studying diligently and undergoing hard training for the basic mastery of foreign languages with high revolutionary enthusiasm and unswerving fortitude. They have made marked progress both politically and vocationally. Due to the summing up of the teaching experience of the previous year and the strengthening of training for basic mastery, there has been some improvement in the scholastic attainment of the first-year students compared with that of the previous term of students in the corresponding period.

In order to strengthen training for the basic mastery of foreign languages, it is necessary to raise the consciousness in line of the revolutionary teachers and students.

At first, because a few students were influenced by the counter-revolutionary revisionist fallacy of swindlers like Liu Shao-ch'i, they had some incorrect understanding in respect of training for basic mastery. Some were afraid that other people would say they were "keen on vocational work." Some did not understand the characteristics pertaining to the study of foreign languages; they sought only knowledge but not proficiency and were unwilling to undergo hard training. In view of this, we conducted deep-going education in ideology and political line, thus making the students

understand the great significance in the proper learning of foreign languages. They were given to understand that the proletariat did not discourage vocational study but wanted to put proletarian politics in command of vocational study, and only by taking the practical course of hard work and repeated practice could they learn foreign languages well and better serve proletarian politics.

A student was at first unable to pronounce a few sounds accurately and she did not show enough confidence in study. After her consciousness in line was raised, she set strict demands on herself and often continuously practiced with the pronunciation of one or two exercises and studied tenaciously. Over the course of one year or more, she made faster progress in hearing, speaking and reading.

Whether or not the teachers dare to set strict demands for the students bears greatly on whether or not a success can be made of training for basic mastery. After revisionist "control, strangulation and oppression" and the theory of "teachers as the center" were criticized and repudiated, some teachers at first did not exercise strict control on the students' way of thinking and study for fear of being described as "hitting at the worker-peasant-soldier students." We led the teachers and students to draw the bounds in line and to distinguish between what was control essential to a socialist university and what were control, strangulation and oppression under the revisionist line in education. On the basis of strengthening ideological and political education, we also set up the essential examination system for appraising diligence and application, and encouraged the teachers to exercise bold control and to be loyal to the educational cause of the Party. We inspired the students to deal correctly with the students and to consciously observe discipline. Because of this, more and more teachers seriously taught lessons and the students for the revolution. Quite a number of teachers went deep among the students to conduct meticulous ideological work and help the latter solve some questions of ideological understanding. Many teachers set strict requirements in training for basic mastery, and they strove to foster the scientific spirit of overlooking no detail among the students. Some of them card-indexed the mistakes and irregularities made by the students in study for the analysis and study of the students one by one, found out the rules, and made tit-for-tat correction word by word and sentence by sentence.

Firmly Adhering to the Unity of the Revolutionary Nature and the Scientific Nature

The relationship of political work with vocational work stands for the unity of two opposites. In order to train proletarian personnel specializing in foreign languages, it is imperative to stand firm on putting proletarian politics in command and at the same time to respect the language laws. Because of this, the correct handling of the relationship between the revolutionary nature and the scientific nature of the contents of teaching and the preclusion of interference by swindlers like Liu Shao-ch'i from the "Left" or Right constitute an important question in strengthening training for the basic mastery of foreign languages.

In the past, due to the influence of swindlers like Liu Shao-ch'i who stood political work and vocational work in the absolute against each other--coupled with inadequate experience and one-sidedness in understanding, some people advocated for a time: "The students must be educated with a political viewpoint in each class, and the ideological nature must be revealed in each sentence or phrase." Some individual teachers spent only half the time in teaching foreign languages in class. This affected the training of the students for basic mastery and was not advantageous to raising the students' knowledge of foreign languages. Through study, criticism and repudiation and summing up experience, it is known to everybody that while ideological education must be carried through in a foreign language class, it is imperative to oppose formalism. The most important task of a foreign language class is to help the students master a foreign language for use as a tool for the revolution. The teachers and students should make concentrated use of their time and energy to properly teach and learn foreign languages for the revolution.

Stalin pointed out: "The grammatical construction and basic vocabulary of a language constitute the foundation of the language and the essence of its characteristics. In order to adhere firmly to the unity of the revolutionary nature and the scientific nature in the teaching and learning of foreign languages, we should make a success of training for the basic mastery of articulation, the tone, the fundamental grammar and the basic vocabulary.

The proper teaching and learning of articulation. After the old conventions governing articulation were done away with, some specialties did not appropriately shorten the time for teaching articulation, and did not pay attention to certain laws governing the teaching of articulation. As a result, it took a lot of effort to teach and to learn. Some students were unable to speak with the correct articulation or tone, and even conveyed something with the opposite meaning. Later, we universally strengthened phonetic training. At the stage of teaching articulation, we made sure of time essential for teaching the method of articulation, explained some difficult articulations, and corrected the inaccurate articulations one by one. The students were required to practice repeatedly and this was continuously grasped and incessantly consolidated and improved upon in subsequent teaching. Simultaneously with training the articulation of phones, we also selected, in accordance with the characteristics of a language, some phrases with definite ideological content and made coordinated use of them in teaching. This enabled the students to learn the articulation and tone properly and also helped them master a definite number of phrases and sentences. The students reported better results.

The teaching and learning of essential grammar. After the past scholastic system of teaching grammar that was divorced from reality was criticized and repudiated, some classes neglected for a time to teach the essential grammar, and some of them even did not teach grammar at all. As a result, some students got rather confused in concepts pertaining to grammar and had no clear idea of the relations of things within a sentence. Stalin

said: "Grammar provides rules governing the metamorphis and construction of phrases, thus giving the language an orderly and meaningful nature." The teaching and learning of foreign languages cannot neglect the teaching and learning of essential grammar, nor can the guiding role of grammar in the practical use of languages be negated. In the course of teaching and learning grammar, we must pay attention to making orderly progress, distinguishing the primary from the secondary, dispersing the difficult points, and grasping a few essential things so as to enable the teaching and learning of grammar to serve better the mastery of foreign languages.

Great attention must be paid to the teaching and learning of the basic vocabulary. For a time, some specialties artifically divided foreign languages into language for political use and language for everyday use, and many basic words such as beauty, stroll, scenery, etc., were repudiated for spreading bourgeois ideas. Such words as spring, summer, autumn and winter, when taught, had to be linked up with the rigorous winter of Heilungkiang and the hot summer of Hainan Island for the purpose of singing praises to the beautiful landscape of the fatherland. It was thought that the ideological character of such words could only be brought out in this way. This mirrors a muddled way of thinking. Words themselves do not make a language but are only the building materials of a language. As a matter of fact, words for everyday use contain plenty of basic words, and even those with political content cannot be rejected. On the contrary, the teaching of some more words for everyday use at the initial stage facilitates the picking up of a foreign language, is in correspondence with the principle of proceeding from the shallow to the deep and is useful for the students to lay down a good foundation. Therefore, in the course of teaching foreign languages, we pay attention to the use of words in the political vocabulary as well as words commonly used in everyday life for describing religions, customs and habits. It is also necessary to let the students know some terms used by the enemy to vilify and attack us so that they can expose and hit back at the enemy.

The correct handling of the relationship between the original text and the translation. It is essential to compile and select some translations for the beginners. Taking the need of work from now on into consideration, following the improvement of the students' knowledge of foreign languages, we should gradually select some more original texts for use as teaching materials so as to guard against speaking foreign languages in the "Chinese way" and to enable the students to master the foreigners' habits of expression with their languages and to understand better the conditions of other countries. Some comrades thought that very few of the original texts were good in political content, and they dared not select them for fear of making mistakes. In light of this state of affairs, we mobilized the masses to make a deep-going discussion. We are of the opinion that in order to adhere firmly to the historical materialist viewpoint and to proceed from the actual conditions of the countries whose languages we are learning, we must select for study on the basis of teaching needs some original texts with better ideological content, and also must select for compilation some original texts for use as teachers by negative example so as to improve the students' capacity for making distinctions and criticism. At present, the various

specialties have paid attention to selecting original texts for compilation as teaching materials, and the original texts make up about two-thirds of the teaching materials for the second-year grade in some specialties.

In order to handle correctly the relationship between the revolutionary nature and the scientific nature in teaching content and to properly grasp training for basic mastery, it is also necessary to investigate and study how foreign languages were taught in the past, how languages are now taught in China and other countries and the actual standards of the students. In this way, it is possible to have figures in mind, to reduce thoughtlessness and to strengthen consciousness.

The teaching materials for the first term of the first-year grade in a specialty contain a total of 539 phrases of which only 36 are verbal phrases, and a high proportion of the rest is made up of political phrases. Such teaching materials are inconvenient for use in teaching essential grammar, and there is also difficulty in teaching the spoken language in conjunction with the realities of life. We drew experiences and lessons from them and discriminately mobilized some specialties to conduct investigation and study. The teachers and students of the specialty in English spent more than a month in examining a wider range of newspapers and magazines of a representative character in China and other countries, and referred to the "Dictionary of English Phrases for Common Use" and books on fundamental grammar of the past. More than 2,900 phrases for common use, more than 300 basic verbs and close to 70 sentences commonly used were initially listed through discussion. On the basis of such materials, they further revised the materials of instruction in English. Through such investigation, study, analysis and comparison, the teaching results were examined and the way was paved for compiling the revised teaching materials. At present, many specialties are engaged in investigating, summing up and revising things in an effort to compile new materials of instruction for teaching foreign languages.

We appreciate that in order to strengthen training for the basic mastery of foreign languages, it is also necessary to handle correctly the relationship of criticism and repudiation with inheritance. The feudal, bourgeois and revisionist contraband and the scholastic and complicated old system advertised in the teaching of foreign languages prior to the great cultural revolution must be toppled and criticized and repudiated. The rational components of the old methods and materials of instruction for teaching foreign languages that "are still fit for our use today should be absorbed," and cannot be uncritically neglected as a rule. We also must strive to study and absorb the new components in foreign languages.

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Properly Teach Foreign Languages at the Fundamental Stage

by

the Russian Department of the Peking Institute of Foreign Languages

Our department enrolled the first group of worker-peasant-soldier students in the autumn of 1971. Since school began, we have done some work in conducting training for the basic mastery of the Russian language and have drawn some useful experiences and lessons from such work.

We are experimenting with the system of three years of schooling with one and a half years taken as the fundamental stage. Since school began, in accordance with the principle of "effecting all-round and basic mastery of the Russian language with emphasis on hearing and speaking," teaching has been carried out at the stage of articulation, the stage of concentrated study of inflection and the stage of giving prominence to teaching through hearing and speaking. The fundamental conditions of the three stages of teaching are:

The stage of articulation: The question of articulation directly bears on the ability to speak Russian and constitutes an important aspect in the basic mastery of Russian. We pay attention to exercising a good grip on the articulation and tone of the students right from the beginning. At the stage of articulation, we fundamentally adopt the method of combining training in articulation and speech with emphasis on phonetic training. A student who articulates phones correctly is not necessarily accurate in speech. Therefore, it is necessary to give some training in the articulation of phones and more training in the use of phrases and speech. The grasp of phonetic training in speech with main emphasis on phone can enable the students to articulate more correctly in a relatively natural language environment. Meanwhile, we are also in quest of a solution to the relationship between phonetic training and learning to speak. We feel that it is imperative to exercise a firm grasp on training the students' ability to hear and speak right from the beginning of the stage of articulation. On the premise of giving priority to phonetic training, it is necessary to teach the students in a planned manner some simple short sentences and to train them to speak.

Having gone through this stage of teaching, the overwhelming majority of the students are able to lay a better foundation in articulation and tone, and to articulate phones more accurately. They are able to distinguish rudimentarily between articulations and tones and to talk and read with a more natural tone. Continued improvement through subsequent practice of hearing and speaking gives impetus to training through hearing and speaking.

The stage of the concentrated study of inflection: The concentrated study of inflection is decided upon with the attachment of prominence to hearing and speaking, the characteristics of the Russian language, the actual conditions of the students and other aspects taken into consideration. With

the phonetic foundation, the next step the students want to take is to learn to speak and to undergo training through hearing and speaking as fast as possible. The chief obstacle encountered at this juncture is inflection. Inflection in the Russian language is more complicated. Almost every utterance calls for some inflection, and it is difficult to move a step without knowledge of inflection. The majority of the worker-peasant-soldier students of this term have never learned Russian before and they know nothing about change of case and person. Under such circumstances, a basic understanding of inflection in Russian is most essential for the students to grasp the most fundamental and orderly form of inflection. Therefore, in the selection of grammatical items, we strive to concentrate energy to the maximum for effecting a breakthrough at the key point. For example, in the case of nouns, only the most typical three forms of variation in case are taught without touching the forms of variation in case of some nouns that are often used but involve particular forms of variation. In the case of verbs, only concepts concerning variation in the suffixes and intonation of words for two descriptions of person are taught without touching the laws governing concrete change of intonation. The requirement is to enable the students to know the laws as well as to make rudimentary use of them. Simultaneously with studying inflection, we also pay attention to consolidating the articulation and tone of the students and their training through hearing and speaking, so as to preserve a perpetual flow without interruption.

Having gone through this stage of teaching, the students generally have a clearer concept of the change of form in case and person and have the ability to make rudimentary use of such knowledge. Their competence for comprehending their lessons is raised and they are able to construct independently short sentences with greater consciousness to express their own ideas. When they make mistakes in speech, they are able to correct their mistakes consciously on prompting. Favorable conditions are thus created for the vigorous development of activity in hearing and speaking.

The stage of giving prominence to hearing and speaking: The stage of concentrated study of inflection has created favorable conditions for training that gives prominence to hearing and speaking. After the study of inflection, first place should be given to training the capacity for hearing and speaking. Experience shows that in order to hear and speak properly, it is imperative to create a better environment for speaking, to go all out and to coordinate such efforts with all ways and means. Only in this way can we break the deadlock and effect a breakthrough. To accomplish this task, we feel that attention must be paid to the following questions:

(1) To convert the classroom into a site for making verbal exchanges so as to inspire the students into linking up study with application. At the first stage of learning a foreing language, the classroom is the main site for guiding the practice of foreign language. Besides making a small amount of analysis and explanation considered as essential, we strive to convert the classroom really into a site for making verbal exchanges so as to inspire and induce the student into making active use of the foreign language to express

their ideas and to train their capacity for hearing and speaking and for responding to and making flexible application of the language materials.

(2) The contents taught must be convenient for linking up with realities and for use in speech. At the beginning of training through hearing and speaking, all ways and means must be devised to make the students speak and to have something to say. Therefore, the contents taught must be closely coordinated with political life and everyday life so as to coordinate organically the expression of ideas with the study of the language. To facilitate training through hearing and speaking, the teaching materials must be easy to understand and to speak. Dialogues should be used in the main and supplemented with the complete texts of lessons.

(3) Pay attention to comprehension and application on the basis of comprehension. Correct comprehension of the contents of teaching materials is an important premise to the practice of hearing and speaking. We emphasize study in advance before a lesson is explained. Through private study and collective study and discussion, the students clarify the grammatical relations and comprehend the texts of lessons. The teachers give them assistance and guidance and make some essential explanation on questions of a common nature. Training through hearing and speaking is carried out on the basis of comprehension. Proceeding from learning by rote to flexible application, the texts of lessons are first properly grasped, the vocabulary and model sentences are memorized, and are then made flexible use of in conjunction with realities.

(4) Properly grasp the basic mastery of articulation, grammar and vocabulary and give impetus to comprehensive training through hearing and speaking. In order to give prominence to hearing and speaking, this stage of teaching should offer fewer grammatical items. In the aspect of articulation, we grasp the recitation of lessons in conjunction with hearing and speaking. With the teachers and students analyzing together the articulation and tone of the students, definite results have been reaped in rectifying mistakes and pointing out the shortcomings.

(5) Proper arrangements are made for reading, writing and translation around hearing and speaking. In order to give prominence to hearing and speaking with concentrated strength, it is inappropriate to give too much training in reading, writing and translation. But reading, writing and translation also should not be neglected, and if the demand is proper, hearing and speaking would benefit. On the premise of insuring training through hearing and speaking, we have arranged written exercises, for example, dictation, answering questions in writing and writing short essays. The method of writing down what is spoken is adopted for practicing note taking and correct speaking. The practice of translation is arranged in conjunction with the practice of hearing and speaking, and the learning of grammar and vocabulary. In the aspect of reading, the actual standard of the students and the teaching time are taken into consideration, and we feel it undesirable to set too high a demand.

In general, the teaching results at the stage of giving prominence to hearing and speaking are relatively good. The students have initially got into the habit of speaking foreign languages. They have the spirit of making bold practice and have made marked progress in wanting and daring to speak and in the ability of speaking. They are capable of proficiently conducting a dialogue on or making a brief description of the subjects they have studied. Their capacity for hearing has also improved correspondingly. Hearing and speaking give impetus to reading, writing and translation, and the improvement is especially conspicuous in the ability to take down speeches and write short essays.

Our practice of revolution in education has just begun. Some experience has been gained in training for basic mastery, but there are also plenty of problems waiting to be solved through practice.

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Some Understanding in the Reform of Materials of Instruction for Teaching Foreign Languages

by

the Revolutionary Committee of the
Kwangtung Institute of Foreign
Languages

After the enrollment of students in 1970, the teachers and students of our school have gone deep into realities to conduct investigation and study and have compiled some teaching materials that reflect the three great revolutionary movements. They deal with the history of families, plants and villages, the new look of plants and rural villages, the new achievements in industrial and agricultural construction, and the rich life of the teachers and students who operate schools with the door open. They are written in the styles of reports, literature and art, diary, correspondence and conversation. These teaching materials are stronger in ideological character and written with a more specific and lively language. They meet the needs of the student and are well received.

However, some teaching materials have violated the language laws due to their over-emphasis on what should be done and learned. For example, a lesson on factory history compiled by a language specialty is not bad in political content, but in the text comprising more than 200 words, there appear close to sixty new words and phrases, four kinds of tenses (three of which have not been learned before), and also the passive voice, indefinite clauses and other new linguistic phenomena, all of which are difficult to teach and to learn. How are we going to create teaching contents that reflect the realities of the three great revolutionary movements and are in conformity with the language laws as well as advantageous to training for the basic mastery of languages? We have the following two points of understanding:

(1) Teaching materials that reflect the realities of the three great revolutionary movements must start from the level of the students and pay attention to the laws of languages. The teaching contents must be chosen according to the teaching plans. For example, the teachers and students of the first-year grade of the Specialty in French conducted and attended class with the door open at the Canton Bicycle Plant. The teaching of specific topics was organized in conjunction with studying the realities of the industry, and every effort was made to proceed from the shallow to the deep, to bring in the new with the old, and to increase the duplication of the vocabulary in the teaching contents of each specific subject. Good results were also obtained through arranging between the specific subjects a number of lessons that reflected the routine life in the plant for studying special stocks of words bearing on the plant, machinery, communications, sports, the mess hall and medical treatment.

When selecting subjects from the practice of the three great revolutionary movements, the teaching materials should pay attention to selecting more words bearing on livelihood for facilitating training for the basic mastery of a language. For example, the teachers and students of the Specialty in Russian conducted and attended class with the door open at the Tungfanghung Printing Works, and with the assistance of master workmen, they compiled a lesson called "Our Classroom" with a greater number of words bearing on livelihood. The text of the lesson reflected the ideological outlook of the teachers and students in conducting and attending class with the door open. It bore an ideological character, and some vocabulary bearing on livelihood could also be learned from it.

(2) With the need of the lower classes for training for the basic mastery of a language taken into consideration, it is essential to have some relatively stable teaching materials. These relatively stable teaching materials must be able to lay down a firmer foundation for the language and their subject matter also must be able to reflect the practice of the three great revolutionary movements, but they must have some typical character and pay attention to diversification. For example, the Specialty in English has compiled a set of relatively stable basic teaching materials which attach importance to training in basic sentence formation, so as to intensify hearing and speaking. The selection of phrases also pays attention to the language laws, and among the 780 phrases taught in one term, there are 310 phrases for common use that are made flexible use of at a higher rate, and 400 phrases bearing on livelihood. There are also 130 clauses for common use. The compilation of such teaching materials with relatively stable contents is of greater use for the students to study and master the basic laws governing the foreign language.

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XLIV. Thoroughly Reform the Old Teaching Methods

(Peking Jen-min Jih-pao, September 25, 1972)

Apply Chairman Mao's Philosophical Thought in Reforming the Method of Teaching Mathematics

by

the Educational Revolution Unit
of Futan University

Mathematics is an important fundamental course of the departments of sciences and engineering in a college. Over the course of one year or more, guided by Chairman Mao's philosophical thought, we have carried out deep-going revolutionary mass criticism in the sphere of teaching mathematics and introduced certain reforms in the method of teaching mathematics.

How To Teach Mathematics with Physical Models

Where does mathematics come from? Does it drop from the skies? Is it innate in the minds of mathematicians? No. "Knowledge begins from practice." The most fundamental conceptual numbers and figures in mathematics are all the products of practice. Engels said: "Nature provides the prototypes for all these imaginary quantities." Each new concept, each new theory in mathematics is in the final analysis summed up in the abstract by people from a certain physical model in production practice and scientific experiment. It is precisely for the purpose of solving practical problems that we study mathematics so as to bring back to practice mathematics that comes from practice. Therefore, in order to reform the method of teaching mathematics, we have to explain clearly the principles of mathematics through combining theory with practice so as to arrive at the unity of theory and reality.

Our knowledge of this question follows a process. Last year, the teachers and students of the Specialty in Computational Mathematics took up manual work at the Shanghai Machine Tools Plant and saw a unit of high-class precision relieving grinding machine designed by the workers themselves. The teachers accordingly incorporated this machine tool unit and the mathematical principles it was based upon into the teaching material, and used it as a physical model for conducting teaching. It was anticipated that this would yield good results in teaching. However, things did not always turn out the way one wished. Quite a number of students were so befuddled by the complicated structure of the machine tool that the mathematical principles explained with it were still not understood.

Why did this class yield poor results? Through discussing and analyzing things, all were of the opinion that the most important cause was that the relationship between practical problems and mathematical principles was not properly handled in teaching and that teaching with physical models has still not been mastered.

When Chairman Mao analyzed the universality and particularity of contradictions, he pointed out: "The sciences are differentiated precisely on the basis of the particular contradictions inherent in their respective objects of study." Mathematics is the science of quantity and is different from a course in mechanical technology. When mathematics is taught with the relieving grinding machine, the point of emphasis should be placed on cultivating the students' capacity for bringing up and solving mathematical problems through the realities of production, and it will do to have some general understanding of the properties and structure of the relieving grinding machine. Later, in conjunction with the needs of production, the teacher first analyzed a triangle at rest, then studied the triangle in motion with emphasis placed on the gear-drive mechanism of the relieving grinding machine, and finally asked the workers who designed and built this machine tool to explain how they applied mathematical principles in designing it. Everybody quickly understood what was taught.

We understand from this that many mathematical concepts are difficult to understand without physical models, and that in order to link up these concepts with physical models, it is also necessary to adhere firmly to starting from production practice in explaining clearly the principles of mathematical concepts and to bringing back mathematics to the physical models. However, due to the extremely extensive application of mathematics, it is necessary to select in real earnest the proper physical models in accordance with the need of the specialty, to acquire knowledge of certain laws in mathematics through dissecting individual "sparrows," and to blend harmoniously and grasp thoroughly the mathematical knowledge learned. For example, when the specialty in laser taught integral calculus, it placed emphasis on dissecting the "sparrow" of the high-power xenon arc lamp according to the characteristics of the specialty because it was necessary to apply the principles of integral calculus in measuring and computing the surface of the lamp. This time, a master workman was first asked to explain the concrete computation method in production and the teacher then systematically explained the principles of integral calculus through inferring the rest from what was already known. This was welcomed by the students.

When we stressed teaching mathematics with physical models, another tendency also appeared for a time. People dared not face squarely the characteristics of mathematics in the abstract, and some teachers dared not even use the term "definition." Engels once said: "The objects of pure mathematics are the space form and quantitative relations of the real world." "However, to enable the study of these forms and relations in the pure state, it is imperative to cut them off completely from their own contents and set aside such contents as things of no significance." Scientific abstraction is indispensable to the reflection of the laws governing changes in form and quantity of the real world. Therefore, in the course of teaching with physical models, it is necessary to pay attention to cultivating the students' capacity for scientific abstraction.

The class for conducting experiments in microwave electronics at selected spots has done a better job in teaching "matrix." "Matrix" is more abstract,

and the old teaching method always started from the abstract concept of arranging numbers in matrix form; it was difficult to teach and a headache to learn. This time, the teaching of matrix was linked up with the network in the electron circuit, and with vivid physical models, certain abstract matrix operations were easy to understand and to teach. Would this do? No. Certain properties pertaining to the matrix could not be directly reflected by the electronic network and had to be explained in their "pure state" with the contents of the electron circuit temporarily set aside. When these contents were taught, the teacher inspired the students to derive in the abstract from one point to another and from the outside to the inside. After that, the tool of matrix operation was used to analyze in depth some electron circuits, thus enabling the students to gain a deeper understanding of the characteristics of the circuits and move a step further in grasping the contents of mathematics.

Therefore, when teaching the principles of mathematics with physical models, we not only must clearly explain the actual background of mathematics but also must pay attention to cultivating the students' capacity for making logical derivations and mathematical abstractions. Without making efforts in this connection, the students have no way of using the knowledge of laws to guide practice in the future, and we cannot be said to have really accomplished the teaching task.

How To Organize a Leap in the Teaching Process

In teaching mathematics with physical models, the students have to contact realities in conjunction with their specialties, and higher requirements have obviously been set in study than in the past. However, because the school term is shorter and the number of teaching hours in class is fewer than in the past, there has arisen a contradiction between more content and less time.

How is this contradiction to be solved? We understand through practice that the key lies in organizing a leap in the teaching process within the confines permitted by the objective conditions so as to make the teaching of mathematics compatible with the laws governing the development of mathematics and man's knowledge of things.

Man's knowledge of nature and society is developing step by step from a lower level to a higher level. This is also so with the development of mathematics itself. For example, the progress from arithmetic to algebra, from plane geometry to analytical geometry, from elementary mathematics to higher mathematics is the outcome of the deepening of man's knowledge of space forms and quantitative relations in the real world through production practice at different stages. These things are different and are also connected with each other; they are by nature divided into stages and are also marked by continuity. Reflected in teaching work, we are required to proceed from the shallow to the deep. It won't do to violate this law.

Does proceeding from the shallow to the deep mean that our teaching process certainly has to respect simply the long course of development of

man's knowledge of a certain thing? No. A class cannot be taught according to the right order of the development of science. This calls for the correct handling of the dialectical relationship between laying down the foundation by proceeding from the shallow to the deep and registering a leap with those of higher accomplishment leading forward those of lower accomplishment, and giving play to man's subjective initiative in teaching.

Is there objectively such a possibility as organizing a leap in the process of teaching mathematics, that is, letting the students grasp knowledge in one leap under given conditions? The history of the development of mathematics tells us this is possible. Prior to the appearance of algebra, it was rather difficult to solve many problems with arithmetic, but once algebra appeared, these problems were solved in no time. Prior to the appearance of differential and integral calculus, there was fundamentally no way to solve with ordinary algebra and geometry many problems encountered in production, such as the tangent of a curve, the velocity of motion with variable velocity, the computation of the area and volume of a complicated object, and although some of them also could be computed, yet the process was very complicated. After the tool of differential and integral calculus came into being, the handling of things proved to be much simpler.

Things of a higher level are developed from elementary things, and after dissecting a complicated thing of a higher level, it is easy to dissect an elementary and simple thing. For example, the functional concepts demonstrating the relations of variable quantity have also been taught in elementary mathematics, but they are generally not deeply understood. When analytical geometry and differential and integral calculus are taught, because functions are the most fundamental concepts and are applied everywhere, they are clear to everybody. Our practice of teaching reform has also proved this point.

For example, after studying the rudimentary fundamentals of differential and integral calculus, those of the specialty in laser quickly studied differential equations in connection with the needs of the specialty. Through studying differential equations, they have deepened their understanding of this pair of opposites--differential calculus and integral calculus. Originally, they found it not easy to grasp the question of the function of the integral constant, but they have solved properly this question in the course of studying differential equations, and meanwhile, in the course of solving differential equations, they also have become more proficient in the operation of differential and integral calculus. Viewed as a whole, this way of doing things not only saves time but also renders more compact the continuity of mathematical knowledge.

In order to translate the possibilities provided by objective conditions into realities, it is necessary to bring into play man's conscious subjective initiative according to the Marxist theory of knowledge and actively organize a leap in the teaching process. The curriculums of the Specialty in Computational Mathematics are arranged in this way. Electronic computers are modern computing tools, and the computing method that has subsequently been developed is a relatively new course. Although the fundamental knowledge involved in this course is not complicated, yet in the old university, because

things were taught according to the right order of development of science, the students normally did not study this subject and come into contact with electronic computers until they were in the senior class. Now, not long after the students came to school, they are taught the language of programming and computation and other fundamental contents pertaining to the use of electronic computers. Meanwhile, proceeding from the shallow to the deep, they review elementary mathematics, properly study the fundamental courses of differential and integral calculus and linear algebra and link up these courses with the computing method. This not only leads to the study of the contents of the computing method at an earlier date but also gives impetus to the review of elementary mathematics and the study of differential and integral calculus and linear algebra, and the students are quickly able to use electronic computers to solve practical problems in production. Over the course of one year or more, the students have taken part at different times in making computations for five or six more complicated projects for processing precision cutting tools and the control of propellers, thus greatly shortening the process for the mastery of modern mathematical tools and attaining the object of grasping knowledge by leaps and bounds.

We understand through practice that in order to make sure that the students are mainly able to grasp the mathematical knowledge accumulated over several thousand years through a limited teaching process, leaping is indispensable. Leaping means shortening the teaching process; it means shortening the process for acquiring knowledge in a certain concrete branch of learning, that is, grasping as swiftly as possible the laws of quantitative changes that most essentially and profoundly reflect the objective process. This is the correct way to solve this pair of opposites--plenty of content and little time. To be sure, as the various specialties, courses and concrete teaching stages have their respective characteristics, the concrete conditions must be analyzed concretely when making concrete arrangements for the teaching content of curriculums.

How To Make the Point of Emphasis Stand Out in Teaching

In order to organize a leap in the teaching process and to reflect this in teaching activity, we not only must change the old order of teaching step by step but also must be good at grasping the principal contradictions. According to our understanding, it is imperative to attach weight to grasping two links: one being the need to distinguish what is of primary importance and what is of secondary importance, what is fundamental and what is non-fundamental in mathematical knowledge in the course of compiling teaching materials; the other being the need to give prominence to the point of emphasis at each stage of teaching, to grasp the key, to infer the rest from what is already known and to have a good grasp of the fundamental contents of primary importance.

How are we going to grasp and solve the principal contradictions in the teaching process? First, we must analyze the history and the present state of affairs in the development of mathematics and study seriously the turning points in the course of development of mathematics. Engels once said: "The turning point in mathematics was Descartes' variable. With the variable, motion came into mathematics; with the variable, dialectics came

into mathematics; and with the variable, the differential and the integral immediately became essential." Each branch of learning has its own turning point, and these turning points are often the principal contradiction that have to be overcome in study. For example, the mathematical exercises with words in elementary mathematics use written symbols in place of figures and rise from concrete computation with figures to the study of laws governing computation. The variable and the function in higher mathematics proceed from the study of the constant to the study of the variable, from studying statically to paying attention to the interrelation between variables and the transformation of form and number into each other. Because they represent leaps in the development of mathematics and the turning points in man's knowledge, the study of them can be rather difficult in the beginning, and we accordingly exert greater efforts on these key issues. We not only do this when making over-all arrangements for teaching, but also require each stage of teaching to give prominence to this way of thinking, and strive to explain thoroughly the fundamental contents of primary importance and give more lectures and exercises for things that are difficult for the students to understand. It appears that more time has to be spent in these places, but speaking as a whole, this not only improves the quality of teaching but also saves time.

The principal contradiction in the teaching process is often also the difficult point for the students in study. Besides the contents of teaching, this also has something to do with the conditions of the objects taught. Because the students' foundation of practice and cultural standards are at variance, the requirements set by different specialties are also not the same. Therefore, in order to grasp the principal contradiction in the course of organizing teaching, we certainly must investigate also the students' foundation and present state of affairs in study and help them attack and overcome the difficult points in study in a planned and purposeful manner.

In order to make a breakthrough at the key point in lecturing, the teaching material is required to give prominence to the key point, and the two should be basically consistent. By simplifying first the old teaching materials, we have carried out a preliminary reform. But at first, our way of thinking was one-sided, and it was thought, the simpler the better. There were formulae and conclusions in the teaching materials, but very often, an essential course of analysis was not found, and the beginning and subsequent development of things were not clear. The teachers adopted a remedial measure by adding supplementary teaching materials, and a thin textbook became a thick one in disguise. What was after all the point of emphasis and where did the key lie once again became indistinct. The students learned to comprehend the point of emphasis and crucial contents in class, but when conducting private study after class, they could not find corresponding teaching materials for analysis. Spurred on by the broad masses of worker-peasant-soldier students and taking into consideration the need to meet the private study requirements of the students, the teaching materials were compiled afresh. The newly compiled teaching materials start from the realties of the students and are detailed and brief where appropriate; they strive to be brief as a whole through explaining in detail the point of emphasis and the key issues.

How To Consolidate and Enlarge the Results in Teaching

In the course of reforming teaching methods, some students were often heard to say: "We understood what we were taught in class but tend to forget what we have learned when we want to apply it." In light of this situation, some teachers at first adopted the method of giving makeup lessons for those who forgot what they had learned. As a result, although the teachers took great pains to explain things over and over again, the results were still unsatisfactory.

At the time, some teachers thought that "an impatient person is unfit to take hot congee" and since there was much to learn but few class hours, it was unavoidable for people to find it not easy to consolidate what they had learned. But the worker-peasant-soldier students said: "It is better for you to let us do things ourselves on the basis of our understanding than to repeat your lectures a number of times. We are unable to consolidate what we have learned mainly because we make too little use of it." This greatly enlightened us.

Practice shows that the students' mastery of mathematical knowledge can be consolidated and raised only when the mathematical principles are brought back to practice for application and testing. In this way, the students not only can link together and sum up the mathematical knowledge learned for application but also can arrive at a deeper perception of the things already comprehended. On the basis of having studied a portion of the contents of higher mathematics, the students of the Specialty in Laser went to the school-operated plant to make vacuum measurements. Because problems in production practice were comprehensive by nature and often could be solved only through the application of diversified aspects of mathematical knowledge, the students could grasp more profoundly the inner connections between various branches of mathematics through practice. Therefore, the testing of the knowledge learned in repeated practice was beneficial to enlarging the results of teaching. After studying differential and integral calculus, a student of this specialty brought up on the basis of his own practical experience many problems of differential equation which the teacher was not aware of when he went to the plant to study. The teacher and the students conducted joint research and analyzed by means of mathematical theories the source of electric energy for punching holes with lasers and the technical principles for testing camera shutters.

We understand that the doing of some essential exercises in the course of teaching and the application of them in production practice are interconnected and the two promote each other. If there are no appropriate classroom exercises and homework, it is difficult for the students to consolidate the knowledge learned, and this will add difficulties to the solution of practical problems in production. Conversely, if the students do not go deep into realities to do actual work, they are not good at abstracting mathematical problems from practical problems and are also unable really to grasp the contents taught. When making arrangements for teaching, we take care of both aspects and have obtained better results.

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Firmly Adhering to the Unity of Theory and Reality

by

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Following Chairman Mao's teaching, "Knowledge begins with practice, and theoretical knowledge which is acquired through practice must then return to practice," and having studied theory over a period of time, we began the practice of clinical teaching. In clinical practice, I kept detailed records of cases of the same kind of disease that behaved in different ways and cases of rare diseases. Afterward, I summed up and analyzed these materials, and drew out from them universal laws governing pathological changes in these diseases as well as their respective particularities for guiding clinical practice. The results of practice also enriched my theoretical knowledge. I acquired deeper understanding in this way and studied more lively and vigorously.

On one occasion, the leading doctor asked me to diagnose a woman patient. This woman patient had been operated upon two times in the past because of inflammation of the gall bladder, and the latter operation involved choledochoduodenostomy. For more than two years after these operations, the disease recurred off and on. The patient was emaciated and pale, and had been confined to bed for a long time because of poor health. In order to cure the ailment of this class sister, based on the principal symptoms of the patients who complained of flatulence, pain in the ribs, poor appetite, perspiration, pins and needles in the limbs and constipation and in accordance with the theory of traditional Chinese medicine, I pondered over and analyzed the case again and again, was of the opinion that her liver, spleen and indigestion should be treated, and accordingly made out a prescription. Both the doctor and my teacher expressed agreement with my analysis and treatment. After taking medicine, the patient's appetite improved. She made gradual recovery and was able to get out of bed and move around. Subsequently, the original prescription was used with some modifications, and the patient recovered and was discharged from hospital not long afterward. My practice of medical treatment with this patient deepened my understanding in the application of the fundamental theories learned.

Again, when I went to work as a probationer in surgery, I discovered patients suffering from abdominal distension after an operation. There was nothing unusual in this connection, and normally no attention was paid to this unless under special circumstances. However, some patients were still pained by abdominal distension five or six days after the operation. Seeing how the patients suffered, I felt sorry for them and studied again and again the causes of abdominal distension after an operation. Through analyzing things over and over again, I was of the opinion that abdominal distension after an operation was mainly caused by the weakening of vermicular motion, and in order to solve the question of abdominal distension, vermicular motion had to be strengthened. I thought of using new acupuncture to strengthen vermicular motion. My idea received the support and encouragement of my teacher and the doctor. For the sake of selecting the most appropriate spots,

I first inserted a needle into my own body for demonstration to the patient. The patient was moved and he asked me to give him acupunctural treatment. I adopted different forms of new acupunctural treatment for different patients, and solved at different times the postoperative symptom of abdominal distension for more than ten patients with remarkable results.

From the practice of clinical study, I have come to understand deeply that I can cultivate my own capacity for analyzing and solving problems only through firmly adhering to the principle of unity of theory and reality, giving full play to subjective initiative in study, thinking independently and boldly taking up practice under the guidance of my teacher.

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Listening to Such Lectures Is Especially Heart-Warming

by

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Early in April this year, following Chairman Mao's teaching that "the faculty of arts must take the whole society as its own plant," we went to the Tungfeng Market and learned to write from the revolutionary staff members and workers on the commercial front.

At first, our group went to the hats and shoes department. As we worked, the salesmen told us many stories about serving the people wholeheartedly. I decided to write about the deeds of a salesmen who took orders from customers with deformed feet for shoes. As we were taught by our teacher in class that a story told must be full of twists and turns and be complete, I arranged the plot with unconsiderable effort. When I finished the first draft, the plot was indeed full of twists and turns, but when I took a careful look, I noticed only the deeds but not the person, and the image of the advanced character was not clearcut. After my teacher read over the draft, he asked me what did the hero of the story look like and what were his characteristics. I was unable to give a clear description. The teacher pointed out the cause of this problem was that I had not handled properly the relationship between the character and the plot. During the interval, the teacher asked Comrade Hao-jan to give us a lecture on his own abundant practice of creative writing. This comrade pointed out: When writing a revolutionary story, it is imperative to grasp the details of people and livelihood and pay attention to the method of modeling characters and describing details. Having heard this lecture, I felt that the problem had been solved.

I went again among the workers, and paid attention to observing what they did, capturing the new ideas and work styles expressed by their utterances and deeds, and understanding their ideological activities. The image of the master workman that appeared under my pen was more wholesome and lively than that in my first draft.

After the draft was written, the teacher made an over-all analysis of the wrong words and grammatical mistakes in the article. In the past, the school teacher analyzed and quoted for example the sentences of other people, and the analysis of the wrong sentences of other people never left a deep impression on me. Now the teacher analyzed the articles written by our fellow students, and since the sentences cited were written by the students themselves, they were especially warm-hearted to the audience, and a bigger harvest was thus reaped.

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XLV. Concentrate Energy on Fostering the Students' Capacity for Analyzing and Solving Problems

(Peking Jen-min Jih-pao, November 23, 1972)

Run Properly the Library and Seriously Organize the Students to Conduct Private Study

by

the Educational Revolution Unit of Shanghai Teacher Training University

The proper running of the library to create conditions for the students to conduct private study is an important measure for fostering their capacity for analyzing and solving problems. In coordination with teaching, the Library of Shanghai Teacher Training University has actively carried out book lending work and at the same time mobilized the masses to conduct the activity of writing book reviews, thus improving their capacity for distinguishing fragrant flowers from poisonous weeds. Such methods of work are good for reference.

Jen-min Jih-pao Editor

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In compliance with Chairman Mao's teaching that "all work in school is for transforming the students ideologically," the library of our school has persevered in putting the reading front under the domination of proletarian ideology not only by supplying the school with books, magazines and data for teaching, scientific research and production, but also by playing a positive role in transforming the students ideologically. At present, besides setting up a number of reading rooms, the library has in stock more than 8,000 kinds of books--comprising more than 80,000 volumes--on social science and literature and art for lending. An average of about 500 books were loaned out per day, and sometimes, as many as 1,500 books were loaned out in a single day. The number of books on loan is higher than that prior to the great proletarian cultural revolution.

Working Actively for the Success of Lending Work or Passively "Guarding the Gate"?

In the summer of 1970, the reference library of the Chinese Department made out a list of books and asked the school library to buy an additional consignment of European and American novels of the 18th and 19th centuries. Should they be bought? A dispute arose in the library. Some comrades advocated the purchase of them but some comrades were firmly against the idea, and were of the opinion that the purchase of these books constituted "a signal shot of reaction" in the library. The discussion produced no result concerning the purchase of books. However, there were still plenty of such books in the library. Should they be loaned out? There was also disagreement on this question.

The deep-going development of the revolution in education and the enrollment of new students by the school posed new demands upon the library. At the time, the leadership had more misgivings, and the comrades responsible for defining the catalog of books for lending were somewhat hesitant after they learned that some books with problems had been loaned out, and they even hid away some books when they were returned.

In light of this state of affairs in the library, the worker-peasant-soldier students sharply pointed out: "A library should work actively to serve the proletarian revolution in education. To close the door and shun contradictions means to give up food for fear of choking." The school leadership and the comrades of the library were greatly moved by the criticism of the worker-peasant-soldier students. Through study and discussion, all of them came to understand that the active development of book-lending work today is for fostering proletarian fighters. In the course of lending out books, the reading public may be brought into contact with some erroneous things and poisonous weeds, but as Chairman Mao has pointed out, "Fighting against wrong ideas is like being vaccinated--a man develops greater immunity from disease as a result of vaccination. Plants raised in hothouses are unlikely to be sturdy." If the worker-peasant-soldier students were not allowed to make contact with problem books, how could their capacity for making comparison and appraisal be raised!

Taking the Initiative To Show Concern for or Caring Nothing About Things?

The development of book lending work by the library necessarily gives reflection to the class struggle in the sphere of reading. Can the library workers be concerned only with "the lending and returning of books"? This question is set right before us.

The workers' propaganda team and the comrades of the library studied together Chairman Mao's teaching that "all departments must be held responsible for ideological and political work." All are aware that the use of proletarian ideology to occupy the reading front and help the worker-peasant-soldier students grow up healthily is an important matter. We must on the one hand have faith in the discriminating power of the overwhelming majority of the worker-peasant-soldier students. Meanwhile, we also must see that they are young people and it is still possible for some of them to be corrupted by poisonous weeds. This calls for the library to carry out proper ideological and political work through the circulation of books. With understanding raised, they gave first place to the propagation of Marxism-Leninism-Mao Tsetung thought in work and created favorable conditions for the worker-peasant-soldier students in different links, ranging from compilation and exhibition to lending. For the purpose of better serving the actual class struggle, the comrades of the reading rooms were no longer concerned only with "opening and closing the door at the set time," as they did in the past, but took the initiative in clipping newspapers and indexing topical data. When they learned that some students were writing on a special topic, they sent the relevant data to them for reference.

In the course of circulating books, the comrades of the library also pay attention at all times to what the students tend to read. Over a period, some students of the Department of Military Physical Culture borrowed all sorts of books and exhibited no clearcut objective in reading. The library workers accordingly wrote "Reading Is Not for Killing Time" and other short commentaries. In coordination with the leadership of the Department of Military Physical Culture, they organized reading groups, held meetings for criticizing and repudiating poisonous novels and poisonous film plays about physical culture, and led the students to correctly orient their reading.

Library work has the support of the leaders of the basic-level units. At present, the leaders of quite a number of departments are taking the initiative in analyzing together with the library the reading habits of the students, and purposefully looking after and helping the students politically and vocationally.

Relying on the Masses or the Minority?

Chairman Mao teaches: "The mass movement must be launched in any kind of work and it won't do to go without mass movement." Should the library workers monopolize guiding work in reading or mobilize the masses to work together with them? This is a question of principle bearing on whether or not the library takes the mass line. For example, the book review is a good medium for guiding reading, but the mobilization of the masses by the library to write book reviews so as to coordinate reading with book reviewing cannot be started right away. At first, some comrades were not accustomed to writing book reviews and were unwilling to do so. Some refused to write for fear of making mistakes. Some carried out the task in a perfunctory many by writing a few sentences. Under such circumstances, the library workers adopted different views toward such work. Through study and discussion, their understanding was unified, and they resolved to carry out properly ideological work for the students. Many students also voiced support for the library to make a success of such work. This led to the gradual development of this activity.

At present, the school library is constantly receiving book reviews written by the students. Some make an all-round review of a book, but some just comment on a certain character or questions of a certain sphere in a book. Some articles contain 3,000 to 4,000 words, and some are short commentaries containing several hundred words. Many book reviews were written on the basis of discussion made by a number of readers. Some of these book reviews were reproduced in the special column for book reviews, and some were collected together and published in book form. Some were summed up and put in order and appended at the front of books for unleashing further comments by others. When different kinds of views appeared among the readers in the appraisal of some books, the library workers published them for more readers to comment on. In the case of books of literature and art that gave rise to profound divergence of views, such books and the relevant book reviews were forwarded by the library to the teachers and students of the Chinese Department with the request that more profound criticism and research be conducted in conjunction with the course in "literary and art criticism."

When writing book reviews, many students made a profound analysis of some books in conjunction with the study of Marxism-Leninism and Chairman Mao's works, the realities of the current struggle and their own ideological realities. Such activity has enabled the students to link study in class with realities and brought forward the ability to analyze works with Marxism-Leninism-Mao Tsetung thought. Meanwhile, the library has also a literary and art commentary force for giving stronger guidance in reading.

The library has also organized some sparetime reading groups. These groups have played a positive role in the struggle for praising good books and criticizing and repudiating poisonous weeds. At first the library workers were afraid that the students might find it difficult to participate in these reading groups because of their tight study tasks, but once they went among the masses and saw with their own eyes the enthusiasm of the worker-peasant-soldier students for study, they knew that their original way of thinking was not in correspondence with reality. Many worker-peasant-soldier students looked upon participation in reading and reviewing activities as a good medium for transforming the subjective world of the individual. After a member of the reading group of the Department of History was assigned the task of reviewing the novel "Sunny Sky," he made use of his Spring Festival holidays to write in succession four articles based on his understanding and ideas obtained in criticism of the shameless slanders spread by swindlers like Liu Shao-ch'i to vilify the socialist system. His articles were well received in the department. When some students read this novel, they set it in contrast with their own ideas, followed the example of the heroes--the poor and lower-middle peasants--in the book, and were resolved to attend class properly, keep the university in good shape and transform the university with Mao Tsetung thought.

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The Book Review Is a Good Medium to Guide Reading

by

the Library of Wuhan University

In May this year, with the suport of the Chinese Department, the library set up at different times eight book reviewing groups with the worker-peasant-soldier students as the mainstay for actively writing book reviews in accordance with Chairman Mao's teaching that "library and art criticism is one of the most important methods of struggle in literary and art circles." They made use of their spare time to write at different times more than fifty book reviews. We published these articles in wall newspapers outside the library door. They propagated Marxism-Leninism-Mao Tsetung thought, criticized and repudiated various kinds of reactionary fallacies spread by swindlers like Liu Shao-ch'i and played a guiding role in reading.

In the course of conducting book review activities, we laid emphasis on recommending outstanding revolutionary books. In coordination with the activity to teach lessons in "literary and art criticism," the worker-peasant-soldier students were mobilized to review more than ten literary and art

works, including "Niuyang Fields," "History of the Hungnan Campaign," "Militia-women on an Island," and "Fierce Fighting at a Nameless River." In addition to this, some novels were also analyzed in depth. We also criticized and repudiated the novels classified as poisonous weeds in conjunction with the actual class struggle and struggle in line. For example, the organization of the students to criticize and repudiate idealist transcendentalism and the bourgeois theory of human nature in some works played a definite role in educating the reading public.

Practice shows that writing book reviews is a good method for improving the capacity of the broad masses of worker-peasant-soldier students for distinguishing fragrant flowers from poisonous weeds, as well as an effective means for keeping the library in close touch with the masses and relying on the worker-peasant-soldier students to run the library. At present, in compliance with Chairman Mao's teaching, "Read and study seriously to have a good grasp of Marxism" and guided by Marxism-Leninism-Mao Tsetung thought, we are continuously mobilizing the masses on a wide front to take seriously the writing of good book reviews so as to enable the library to serve better the revolution in education.

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An Attempt in Organizing the Students To Condut Private Study

by

the Specialty in Biochemistry of Peking University

The reform of the teaching method is a revolution and is essential to giving full play to the initiative and creativity of the students and to cultivating their capacity for analyzing and solving problems. After the new worker-peasant-soldier students came to school, we decided to experiment with private study.

We selected Class I and Class II for conducting the experiment. Before private study was carried out, the teachers designed on the basis of the contents of the teaching materials an outline and exercises for conducting private study and distributed them to the students. When private study was underway, the lecturers and supervising personnel went separately to different classes to organize the students to read books and make notes themselves, and the students who experienced difficulties in study were helped to solve the difficult points. On the basis of private study, discussion in class was organized to clarify concepts, and the students were required to work out problems themselves in the course of study. As a result, the students took only six hours to finish studying a chapter which had all along been regarded as a more difficult one in chemistry.

Beginning from Chapter II, we boldly adopted the teaching method of integrating lecturing, discussion and experiment with private study playing the leading role in Class I and Class II. In accordance with the actual conditions of the students, we grasped in private study the following links:

(1) Explanation of a developmental mode was made and tasks were set by the teacher in accordance with the contents of this chapter. Meanwhile, the degree of progress of teaching and the concrete arrangements were clearly explained to give the students some idea of things. (2) An outline of private study was printed for distribution, and the students were helped to grasp the principal contradiction. (3) Obstacles to private study were swept away. In the case of difficult points that could not be thoroughly understood in private study, explanation of a developmental mode was given in coordination with demonstrations before private study was carried out. (4) Private study and experiments were carried out by stages. The teacher went deep among the students to give stronger personal guidance and assistance, and the students were led to scrutinize things thoroughly, make notes, and finish the exercises and experiments themselves. (5) Discussion in class was organized. (6) Things were summed up by stages. On the basis of the students' private study and discussion, the teacher summed up and put in order the contents of each section, summed up the speeches and thoroughly explained some difficult points.

The teaching plan was fulfilled according to schedule in the teaching of Chapter II. An examination of the results revealed that the results of 80 percent of the students were excellent. In the case of a few students who experienced difficulties in study, the passive phase was changed through their resorting to independent thinking and joint discussion. The students of higher attainment had the opportunity to look through reference books on the basis of private study, and they learned with greater thoroughness. Meanwhile, the teacher went deep among the students, took the initiative to solicit their views, and were able to have some idea of how the students fared in study. This was also advantageous to improving the quality of teaching.

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A Revelation Derived from among the Worker-Students

by

Wang Kuang-liang (王光亮)

In July last year, I taught mathematics to a class of veteran ore-dressing workers. On one occasion, after I finished explaining the "theorem of right triangle," I discovered that several students had drawn many right-angled triangles with set-squares on pieces of paper, measured the various sides and squared the measurements to test the "theorem of right triangle." This showed that instead of adopting the attitude of blindly following the theoretical knowledge summed up by their predecessors, the worker-students personally conducted practice to test its correctness according to Chairman Mao's teaching, thus truly converting it into something of their own.

This episode was quite a revelation to me. Later, as I taught, I made maximum use of some test methods to bring out certain mathematical concepts, and after that, useful formulae were derived through coordinating the students' own practice with the contents of teaching materials. For

example, when explaining the formula for calculating the circumference of a circle, I got hold of a piece of string of low elasticity, brought a circular object onto the platform, measured the object on the spot, and found out that the circumference was about 3.14 times the diameter of the object. Following this, I taught the results obtained by the working people of ancient China in the study of the circumference. The students quickly understood the meaning of the circumference and grasped the formula for calculating the circumference. Again, when explaining the conversion of the arbitrary trigonometric function into the acute-angled trigonometric function, I used a cardboard to cut out two peculiar triangles to help the students analyze the problem. This was much more effective and could give people a deeper impression than simply explaining things with abstract words and symbols as in the past, and the students could better grasp the knowledge learned.

To be sure, when advocating the test method, it is necessary to guard against the tendency to clamor one-sidedly for direct experience in everything.

*

Forging Ahead after Learning of the Difficulties Involved

by

Chia Yü-chou (賈玉周)
a student of the Dairen College of Marine Navigation

There is no "shortcut" for progress in the course of study, and only by sparing no effort and forging ahead after learning of the difficulties involved can one really learn something.

At the former stage, I sensed the great pressure of mathematics because I had to face new lessons before I was able to digest the old ones. Under such circumstance, should I withdraw for fear of difficulty or forge ahead after learning of the difficulties involved? I seriously studied Chairman Mao's relevant teachings, and carefully analyzed and summed up my own problems in study. After a period of practice, I perceived the following points:

(1) It is not possible to learn by rote or to rely merely on the teacher and fellow students for assistance. It is necessary for us to work hard and think a bit more. Only through thinking and steeling with unflagging effort my competence for analyzing problems can we take the initiative in study.

(2) "Teaching" and "learning" are coordinated and we must take the initiative in learning. It is very important to pay attention to what is taught in class, but as we listen to what the teacher teaches, we must ponder over things over and over again, grasp the interconnection of the contents of the curriculum and the central theme and important points taught in class, and opportunely review and consolidate the lessons learned after class before we can obtain better results.

(3) Don't fight an unprepared battle. Not fighting an unprepared battle means that it is necessary to make good preparations in advance for a class. The making of preparatory study by the study group before each class is in particular a good method. By analyzing the important and difficult points of the new lessons with concentrated wisdom and finding out the main direction of attack, it is possible to smash the difficult points with concentrated energy and to study with initiative and vigor.

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Bring into Play Enthusiasm in the Aspects of Teaching and Learning

by

the Reporting Unit of the Liaoning Institute of Foreign Languages

In the process of reforming the teaching method, it is essential to fully arouse the enthusiasm of both the teachers and the students. The concrete methods adopted by our school are:

In the past, lessons were prepared by the teacher alone, and the students listened to what he taught. At present, we have linked together the preparation of lessons by the teacher and the preparatory study of the students, and the teacher is required to find out before conducting class how the students fared in private study and the difficult problems they have encountered. Through conducting preparatory study before attending a class, the students can help the teacher grasp the important and difficult points of the lessons taught, and lay hold of the principal contradiction for thorough explanation. Lessons taught in this way yield better results.

After the important and difficult points of the lessons taught are defined, what the teacher teaches is linked up with the practice of discussion by the students in class. For example, the section of "the flexible and joint use of the five parts of verbs" taught in the Japanese Department is a section which is relatively difficult for the students to master in the study of Japanese. In the past, the teacher first taught theory and after that the students were allowed to apply it in practice. As a result, what the teacher taught again and again was forgotten by the students after class. At present, the teacher first teaches the important points and after the exhibits the types of verbs which the students have learned, so as to enable the students of the group to analyze, discuss and sum up things in conjunction with the sentences they had learned in the past, and find out the laws. Finally, things are broadly summed up by the teacher. The students reported that in a class conducted in this way, they took the initiative in learning in a lively and down-to-earth manner and were able to chew with relish what they were learning.

Next, after completing the study of a teaching unit, the teacher and students are permitted to sum up jointly once again this stage of teaching in order to solve the problems that have emerged in the course of teaching.

For example, a young teacher of the Japanese Department gave less consideration to the concrete conditions of the students and their receptive power, and the students complained in the course of summing up things. Subsequently, he constantly went deep among the students to conduct investigation and study, and explained in everyday language the results of his profound study according to the concrete conditions of the students, thus improving the quality of teaching, much to the welcome of the students.

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